UNIVERSITY OF EDUCATION, WINNEBA

FACTORS INFLUENCING PARENTAL DECISIONS ON THE CHOICE OF EARLY CHILDHOOD EDUCATION FACILITY FOR THEIR WARDS: A CASE STUDY OF PARENTS IN ZABZUGU.

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A dissertation in the Department of Early Childhood Education, Faculty of Educational Studies, submitted to the School of Graduate Studies, in partial fulfillment of the requirements for the award of the degree of Master of Education (Early Childhood Education) in the University of Education, Winneba

JULY, 2022

DECLARATION

Student's Declaration

I, Amadu Abdul-Aziz, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Name of student: …….

Student signature: ……

Date: ……..

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor: Dr. Richardson Addai-Mununkum

Signature: ……..……

Date: ……..

DEDICATION

This work is exclusively dedicated to the family of KpatuyaTamaligu at Korikurugu. This degree reflects their hard work just as much as it does mine. Without them I would not have been able to achieve this goal-thank you.

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ABSTRACT

The purpose of the study is to examine the factors that influence parental decisions on the choice of early childhood facilities for their wards facilities in Zabzugu. The study adopted a quantitative research approach. In the study, objectives findings validated the results of the study because it was based on the actual findings from the field as the researcher remained distanced from the participants. The study also used the descriptive survey design, as it sought to establish and describe prevailing factors which influence parents to select early childhood facility. The design was suitable for this study given that it was able to identify key factors which influence parents to choose early childhood facility. Apart from reporting the current status, the collected data were used to determine whether and to what extent relationships exist between and among the variables considered in the study. The population of the study was fifty (50). This targeted population for the study comprised both parents and their wards. The results from a survey where there is a carefully selected sample will reflect very closely to the entire population. The sample for this study was fifty (50) participants. A stratified sampling technique was used to select the sample unit for the study. Parents were selected at their homes, sitting places/ work places, offices and school premises to answer the designed questionnaires distributed by the researcher and teachers. In all the population 50 parents in Zabzugu town were involved in the study. The purpose of validation is to find out the degree to which the measure is accurate for a specific purpose. Concerning the content validity of the questionnaire, the instrument was given to other experts in the area of the study, including the supervisor of this study for their perusal. Reliability of an instrument has to do with its consistency of measurement. Through a pilot study, a measure of item consistency was obtained. The instrument was self-administered to the targeted respondents. It was believed that the administration of the instrument by the researcher in person would result in more co-operation than if others were asked to collect the data. On the average, it took five minutes for a participant to fill the questionnaire. The questionnaires were collected on the spot after they had been filled. As a result, there was a hundred percent (100%) return rate.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The 1989 United Nations Convention on the Rights of the Child defines a child as an individual who has not attained the age of 18 years. Child isa person from the time of birth until he or she is an adult.Marriam (1828) also define childhood as the state or period of being a child. It is a state of being a child. Childhood is a condition or time from infancy to puberty.A period of the human lifespan between infancy and adolescence, extending from ages 1–2 to 12–13yeas. That is the state of being a child or the period during which a person is a child. Part of this period is early childhood.

Early childhood is the age of children from zero to eight years (0-8). UNICEF (2001) also stated thatearly childhood is the period below the age of 8 years. Early childhood is a stage in human development. It generally comprises toddlerhood and some time afterwards. Early childhood comprises a number of life stages such as new born (0-3 month), infant (3-12 month), toddler (1-3 years), preschool age (3-4 years) and school age (4-5 years) marked by developmental milestones including communication and speech, physical development, social and emotional development and cognitive development. Age eight it reflects an important developmental milestone corresponds to third grade, a critical year for mastery of the reading skills upon which further learning will build and a reliable predictor for future education success. At this stage of life more education is needed for a child growth and development to a meaningful life. Shonkoff (2019) stated that child's early years have life long physical, social and emotional impacts. Whiles positive experiences and environments can set up a young

child on a stronger life long path, traumatic experience and environment during those formative years can have long-lasting, detrimental impact.

Early childhood education on the other hand is the care and education right from zero to eight years. It is a division of education theory that relates to the teaching of children from birth to the age of eight years. UNESCO (2001) also defined early childhood education as a holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. These experiences shape young learners' minds, attitudes and often behaviors. Early childhood care and education focuses on the development of care and education of children from birth through eight years old. Kelly (2020) stated that children who take part in early childhood education programmes have better-quality social skills and do well in school. They also learn important life skills that stay with them forever.

Early childhood care and education (ECCE) has a global scope, and caring for and educating young children has always been an integral part of human societies. Arrangements for fulfilling these societal roles have evolved over time and remain varied across cultures, often reflecting family and community structures as well as the social and economic roles of women and men. Historically, such arrangements have largely been informal, involving family, household and community members. Though various governments and leaders across the globe have made a lot of efforts to resolve parents' challenges to cater for early childhood children yet parents still face challenges as to how to care for their young children while away at work. The formalization of these arrangements emerged in the nineteenth century with the establishment of kindergarten for educational purposes and day nurseries for care in much of Europe and North America, Brazil, Jamaica and Mexico.

Currently, the education policy of Ghana provides children two years of free and compulsory Kindergarten in an attempt to ensure that young children are enrolled into school for early learning. This places Ghana ahead of the curve compared to other countries in sub-Saharan UNICEF Global, (2016).

Early childhood education is therefore about all services provided in early childhood setting.

Mostly in Ghana early childhood education start from the mother or at home after birth because they teach them basic life skills such as toileting, wearing of clothing, good morals, language acquisition etc. All these educational processes are building within the framework of educational facilities.

Educational facilities are buildings, vehicles and equipment that are built, installed or establish to serve educational purpose (Preston, 2010).

Early childhood educational facilities are used to cater, train, guide or assist early childhood child to explore or develop their full potential growth and development. Facilities such as classrooms, teaching and learning resources, sanitary facilities, administrative facilities, catering facilities, play or recreational facilities and so on are commonly found in the early childhood education centers. Early Childhood Facilities may include the provision of care, education, health and family services for children from birth to age 8 and their families, through a range of programmes.

In Ghana some of these facilities may not be found in every early childhood education center particularly rural area yet some schools may be better resource than the other in terms of facilities availability and that give the challenge to parents to make an inform choice as to which school his/her ward should attend to acquire early childhood education.

In low- and middle-income countries across the world, 250 million children under the age of five are at risk of not reaching their developmental potential because of poverty and stunting (or low height for age). Worldwide, 43% of children below primary-school-entry agenearly 350 million children need childcare but do not have access. Despite progress in preschool expansion, nearly 40 percent of all preschool-age children globally are not enrolled in preschool and in low-income countries 80 percent of preschool-age children are not enrolled. One in 200 children in the world is displaced, exposing them to the kind of stress that can undermine their development (UNICEF GHANA,2021).

Investments in young children are low and inadequate. In Sub-Saharan Africa, in many countries less than 2 percent of the education budget goes to pre-primary education, while in Latin America government spending on children who are below the age of 5 is one-third of spending for children age 6 to 11.

UNICEF GHANA, (2021) estimated that globally, 43 per cent of children less than five years old are not achieving their full potential and Africa has one of the lowest rates of early childhood education in the world with only 27 percent of children in sub-Saharan, West and Central Africa attending preschool.

In the last three decades, Early Childhood Education has undergone tremendous changes in terms of growth and development. More schools for Early Childhood Education have been constructed in villages, rural and urban areas. Such construction has been in response to the demand of the people for such provision (Mwamwenda, 2014).

The early history of Early Childhood Education (ECE) in Ghana primarily traced to the Elmina Castle Schools, founded in 1745, it was the first recorded education program for very young children in Ghana (Morrison, 2001). Starting in 1823, a

number of missions from abroad were established to convert the native population to Christianity. The colonial Ghanaian government, lacking money, relinquished the responsibility of education to the missions. The missions readily accepted this task, believing that schools were the best means of spreading Christianity. The first mission, Basel Mission Society, was reported to have attached some kindergartens to their primary one class in 1843. That is inclusion of children who are younger than six years old in class one. A number of missions followed the Basel Mission Society, and they supposedly attached some kindergartens and even some few nurseries to their primary one classes.

In 1930 Cape Colony Department of Education introduced a syllabus for infants' classes, whose content consisted of games, physical activities, sports, English, singing and arithmetic (UNESCO International, 2006; NtwI, 1992). The mother tongue was used as the medium of instruction. The ECE Centres were government-assisted and private. With private ECE fees were charged, as this was their main source of income.

In the 1990s some private organizations (NGOs) rendered the government some assistance by opening schools throughout Ghana. Such organizations were known as 31st December Women's Movement and Plan International Ghana (MoE, 2010 cited in Morrison 2001). According to himin urban centres private individuals started ECEs in response to the growing demand for such service. The early childhood education (ECE) Centres privately opened were many more than those publicly established. In terms of gender, boys registered more than girls. Teachers teaching at ECE schools were not enough, and only 7.3% of them were trained and the teacher-pupil ratio was 1:27. He added that all private basic education has a minimum of one ECE Centre attached to each existing school.

Currently, the education policy of Ghana provides children two years of free and compulsory Kindergarten in an attempt to ensure that young children are enrolled into school for early learning. This means that Ghana's public basic school system starts from kindergarten. Quality pre-primary education is the foundation of a child's journey.Every stage of education that follows relies on its success. Yet, despite the proven and lifelong benefits, more than 175 million pre-primary-age children globallyare not enrolled in pre-primary education. Nearly half of all pre-primary-age children around the world are not enrolled in preschool. In low-income countries, the picture is bleaker, with only 1 in 5 young children enrolled. Children from poor families are the least likely to attend early childhood education programmes. For children who do have access, poorly trained educators, overcrowded and unstimulating environments, and unsuitable curricula diminish the quality of their experiences. Failure to provide quality early childhood education limits children's futures by denying them opportunities to reach their full potential. It also limits the futures of countries, robbing them of the human capital needed to reduce inequalities and promote peaceful, prosperous societies (UNICEF, 2019).

Access to early childhood education programmes has been uneven, not only across countries but also within countries. Pre-primary education offers an exceptionally powerful opportunity to break intergenerational cycles of inequity. Yet access to early childhood education programmes has been uneven, not only across but also within countries, as vulnerable children are disproportionately excluded from quality pre-primary education. Household income, the education achieved by a child's mother and geographical location are key factors that affect children's attendance in early childhood education. But the strongest and universal factor affecting access to pre-primary education is whether a child lives in a poor or a rich household. On average,

the poorest children in low-income countries are eight times less likely than children from the wealthiest families to attend an early childhood education programme. In middle- and high-income countries, children from poor households are four times less likely to participate in pre-primary education (UNICEF, 2017).

Parental choice in education is giving parents the right to select their children's schools from a range of possible options (California State PTA, 2021).School choice allows parents to decide where to send their children to school of their preference, regardless of their location of residence. Choosing the school where their children's needs are best meet. This is a situation where parent or guardian chooses a particular curriculum for a ward to go through. Though now in Ghana early childhood education is part of public basic schools and run the same curriculum especially the new standard curriculum yet some parents still prefer sending their wards to private schools' which probably might run or add different programmes of their choice. As any parent or, indeed, anyone who has spent time with more than one child knows, children are different. They have different interests, strengths, and needs, and they each develop at their own pace yet parents normally determine which early childhood facility they will like to send their wards. Educational facility choice therefore empowers parents to choose the educational facility that best meets their children's needs.

1.1Statement of Problem

A large body of research shows that ECE programme participation has a positive impact on primary school readiness. School readiness is linked to learning, school completion, later skill development, and acquisition of academic competencies and non-academic success (UNICEF, 2019). UNESCO, 2015 stated that children from

poor and migrant families or those living in rural areas more often miss out or are enrolled in ECE of poorer quality than their more affluent or urban peers. According to UNICEF, 2019 reports, children living in the poorest households are less likely to receive support for early learning at home and up to 10 times less likely to attend ECE programmes.

Many people misperceive that early childhood education is only about learning basic skills. It is far more than that. This is a time when children learn critical social and emotional skills and a conglomerate is formed between the child, their parents and the teacher. When this is done effectively, it sets the groundwork for children to continue their education throughout schooling period.

UNICEF 2019, also report that 175 million children of pre-primary age are not enrolled in early childhood facilities globally. According to UNICEF countries with high numbers of children not in pre-primary education are missing a critical investment opportunity and are at risk of suffering deep inequalities from the start. The study also state that in low-income countries, only 1 in 5 young children are enrolled in pre-primary education.

In 1992 constitution of Ghana article 38(2) state clearly that “the government shall, within two years after parliament first meets after coming into force of this constitution, draw up a programme for implementation within the following ten years for the provision of free compulsory and universal basic education (fCUBE)’’. The fCUBE was programme to achieve a high rate of children going to school after attaining school going age under free without any cost bearing by parents or guardians. To realize this education dream, in 2008, Ghana included two years of pre-primary education (Kindergarten) as part of the constitutional commitment to Free

and Compulsory Universal Basic Education. However, more than 400,000 children approximately 1 in 4 pre-primary age children are still not enrolled in kindergarten. Ghana has made a lot of progress improving access to school, yet several children do not have the require literacy and numeracy skills (UNICEF Ghana2019). And that a large number of pupils struggle to meet the proficiency cut-off point for English and mathematics.

Notwithstanding these systemic shortcomings, parents continue to enroll their children in poor early childhood education (ECE) facilities and programs. However, little information exists on the factors that influence parents' early childhood education (ECE) decision making processes to choose ECE facilities for their wards in Zabzugu. How structural factors such as class size, infrastructure, and academic performance and teacher qualifications are weighted and prioritized by parents in the decision-making process is not known, even though several authors have suggested research is needed to investigate parents' decision-making process for ECE choices. The apparent lack of knowledge by the policy makers and stakeholders regarding the factors that influence parents' decision-making processes to choose early childhood education facility necessitated this survey.

1.2 Purpose of the study

The purpose of this quantitative survey study is to examine the factors that influence parental decisions on the choice of early childhood facilities for their wards. This includes evaluating the strength of relationship between parents' demographic variables and their choice of early childhood facilities, personal/ideological factors as well as economic factors that influence parental decisions on the choice of early childhood facilities.

1.3 Research Objectives

This research seeks to achieve the following objectives:

1. Assess personal/ideological factors that influence parental decisions on the choice of early childhood facilities
2. Examine economic factors influencing parental decisions on the choice of early childhood facilities?
3. Evaluate the strength of relationship between parents' demographic variables and their choice of early childhood facilities.

1.4 Research Questions

1. What personal/ideological factors influence parental decisions on the choice of early childhood facilities?
2. What economic factors influence parental decisions on the choice of early childhood facilities?
3. What is the relationship between parents' socio-economic status and their choice of early childhood facilities?

1.5 Significance of the Study

The beneficiaries of this thesis will be Ghana education service (GES), non-governmental organization (NGO) and school authorities since they will get to know the demand of what parents consider when they are choosing early childhood education facilities for their wards as well as their strengths, weaknesses and fine-tune their facilities to suit the demand of the parents. It will also guide parents to make choice of the finest schools for their children base on the survey results analyzed and conclusion.

1.6 Delimitation of the study

This dissertation will be limited to the Zabzugu community in the Zabzugu district because funds were not readily available to cover all communities in the district and also that is where many early childhood education centres can be found in the district.

1.7 Definition of Terms

Early childhood centres – kindergarten schools

Pre-primary-initial stage of primary schooling

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter looked at the empirical works that have been done on the subject matter, namely factors influencing parental decisions on the choice of early childhood education facility for their wards. Literature was therefore reviewed based on the objectives of the study. The chapter started with definition of early childhood education, early childhood education facilities; it further looked at the importance of early childhood education facilities, the theoretical understanding and review of related literature, factors that influence the choice of early childhood education facility. The chapter then concluded with the summary of review literature.

2.1 Early childhood education facilities

The human brain grows rapidly during childhood. Because the young child's day-to-day experiences affect neural growth and brain development, it is crucial to make the most of the available time with young children. As their brains develop, children begin to show new understandings and skills in cognitive, social, and emotional areas. At the same time, they grow physically. The early years are the most important period in children's development. Classrooms must be created to make learning occur. Both the physical structure of the classroom and the environment established by the teacher lead children to interact with one another and to value a cooperative way of life. Classroom design should support children as they grow physically, developing motor skills and coordination, and as they learn and develop the social skills which can ensure success in life (Child Day Care Requirements, 1996).

The period of early childhood is until the age of eight years. One of the reasons that early childhood is regarded up to the age of eight is to enable him or her acquire a smooth understanding of the entire education from the level of play group to pre-primary and from pre-primary to the level of primary. The early childhood education is in an organized form to a major extent. The teachers and the other members of the pre-school, who are involved in this education are required to be systematic and methodical in their workings and conduct. It requires efficiency in its format and implication. Within this framework, the term 'care' holds much significance. When imparting any kind of learning, understanding or information to the students, the teachers need to take into consideration, the aspects of care and thoughtfulness. In pre-schools, students are young, hence, they need to be taken care in terms of various aspects, such as, learning, playing, health, emotions, diet, nutrition, and psychoanalysis. These are important for the overall development of the child. The main purpose of early childhood education is to lead to effectual growth and development of the students. It creates the foundation for learning among the students, so that they are able to develop their skills and abilities efficiently from the early age. Early childhood care and education also makes provision of information and knowledge to the families and communities of the students, with the purpose of contributing towards their effective growth and development. In pre-schools, learning begins with play, when students begin to take pleasure in play activities, then at the next level, they are taught drawing and colouring strategies, which enables them to develop an interest in art. At the next level, students are taught academic concepts, such as alphabets, numbers etc (Handerson, 2004).

2.1.1 Early childhood education facilities

Many writers have attempted to defined facilities from various perspectives. Cambridge dictionary (2009), for instance defined facilities as buildings, equipment and services provided for a particular purpose. Albert etal(2005), also defined facilities as buildings, services, equipment, etc. that are provided for a particular purpose. Facilities are not only physical infrastructure but also include services provided as mentioned above. Della (1987), on the other hand defined facilities as a special part of piece of equipment or a system which makes it possible to do something. Facilities are buildings, pieces of equipment, or services that are provided for a particular purpose. "The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators and community members Jeffery (2000)".School facilities comprise land, buildings and furniture. It includes physical facilities for teaching spaces and ancillary rooms. School Facilities means buildings and grounds, parking lots, playing fields and fixed equipment under the control of the school setting.

Kindergarten or early childhood education facilities also divided into indoor facilities and outdoor facilities. The indoor facilities comprise computer lab, music room, art corner, book corner, a block area, a dramatic play area, a science area, alibrary, market corner, nature corner etc. while the outdoor include seesaw, merry-go-round, slides, swings, playground etc.

The quality of education depends on school facilities and teaching/learning resources. It is the process of students learning. The quality of a school's environment and its facilities has a strong influence on students' learning. Moreover regular use of school

facilities in organizing and managing a school's activities, records of a school's physical facilities and material resources such as furniture and equipment can provide data to derive many indicators for measuring the quality of education in a school. School facilities can actually have essential impact on learning process. School facilities can therefore be referred to those things that enable the teacher to do his/her work very well and helping the learners to learn effectively. All these definitions are gearing towards defining facilities as equipment and services provided or installed for a particular purpose which include educational facilities. Educational facilities on the other hand are buildings or structures used to teach students. These educational facilities may include public or private kindergarten, primary schools, elementary schools, middle schools, high schools or vocational schools as well as tertiary institutions.

All buildings and structures, or parts thereof, (both public and private) which are under the ownership or control of an educational institution and which are used for student residences, educational purposes or learning experiences, dining facilities, libraries, or support facilities. Educational institutions include schools, colleges, universities, academies, child day care centers and nurseries. Educational facility also means any building or part thereof which is designed, constructed and used for the education or instruction in any branch of knowledge which includes public or private, elementary, secondary, vocational or religious education. Preston (2013) stated that the educational facilities are public buildings, equipment, structures and special educational use areas constructed, installed or established to serve educational purposes only. They are the facilities provided to students, so that they can use every available opportunity to develop their full potentials. Buildings, vehicles and

equipment that are built, installed or established to serve educational purposes and designated for student's occupants or to facilitate the delivery of educational services.

Jeffery, (2000) opinion that school facility consists of not only the physical structure and variety of building systems, but also furnishings, materials, supplies, equipment, information technology, as well as athletic fields, play grounds, outdoor learning, and vehicular access and parking. Facility must be designed to provide safe, nurturing, and stimulating environments essential for the healthy development of children. According to Mark (2017) child development centers or facilities should be encouraged to provide well-illuminated, active and passive activity areas that accommodate a range of play and organized learning as well as serve the needs of adult staff and parents, and facilitate staff-child relationship building. Without facilities in school, learning cannot take place effectively. Learning facilities include classrooms, desks, tables, toilets, kitchen, library, playing field among others.

School facilities cannot be discussed nowadays without touching on information communication technology (ICT). National Education Association (2000), stated that the growing use of technology particularly computers in instruction has placed a whole new set of demands on the construction, maintenance, and modernization of school facilities. Although technology in schools is a much broader concept than simply the use of computers, it is computers that are most frequently thought of in discussions of educational technology today. Though schools face problems with acquiring adequate numbers of computers, replacing them on a regular and frequent basis, providing the electrical power to operate them in each classroom, and providing and maintaining the wiring infrastructure needed to keep them connected with the school and across the district and the community more generally. Maintaining school

facilities is important to providing high-quality education programs. More important, by investing in strong preventative maintenance programs, school facilities can continue to serve students for long periods of time. Modernization of school facilities has faced a number of new challenges in recent years with the dawn of the personal computer. As new technologies are increasingly integrated into programs of instruction, the ability to adequately finance the acquisition of this equipment and to have the infrastructure in each school to support this technology is also important. Zaidi (2018) is of the view that modern technology now is the backbone of effective schooling. Multimedia media, projector, radio, television, films and devices are modern instructional technology being used for the improvement of both formal and non-formal education. Such aids have become very famous, useful and helpful in teaching and learning process and that the aids always create the interest and are effective and meaningful.

2.2 Factors in Decision-Making

Decision-making is seen as a process that requires making a choice out of some alternatives with the intention of attaining a set objective (Androniceanu & Ristea, 2014). According to Roy (2016), decision-making contains three principal elements: options from which a decision can be made are available; consideration of contextual factors in addition to making a choice from a set of alternatives; and mental engagement of the decision maker in arriving at a final decision . Dewey (1978) suggested five sequential stages of decision-making, including identification of the problem, analysis of the problem, generation of possible solutions, evaluation of each option, and final decision making. Simon (1960) recommended three phases of decision making: the intelligent phase (a period to gather information); the design

phase (a time to make tentative decisions); and a choice phase (a course of action is selected). Witte (1972) advocated for a model that permits different aspects of the decision process to come in diverse sequence for various decisions. Mintzberg, Raisinghani, and Theoret (1976) argued that a decision process happens in phases that have no sequential relationship. Even though they applied the same steps as Simon (1960), they referred to them as identification, development, and selection. Decision-making, according to Spetzler, Winter, and Myer (2016), is a process of identifying and selecting alternatives in agreement with the values and preferences of the decision maker. Making a decision is an indication that choices can be made from alternatives. Consequently, only options that satisfy certain criteria are selected by a decision-maker such as the alternative with the highest probability of satisfaction or effectiveness and the alternatives that are most suitable to the objectives, wants, needs, and values of the person making the decision. The implications of these two conditions are that there must be some valid alternatives from which to make a decision and specific conditions must be in place for every decision determined by the interest and the choice of the decision maker.(Spetzler et al., 2016).

Decision-making is all about the reduction of uncertainty and doubt associated with alternatives, thereby allowing a meaningful choice to be made from among alternatives (Hussung, 2017). This definition emphasizes the role of information collection in decision making. However, uncertainty is reduced but not eliminated. It is worthy of note that decisions made with absolute certainty are rare due to unavailability of information concerning all the alternatives. In other words, every decision entails a degree of risk (Hussung, 2017). There are two basic models of decision making: the rational model and the bounded rationality model (Lombardo, 2016). Because the bounded rationality model admits that rational decisions may be

elusive in some situations, in this study I focused on the rational, or analytical, model as a better fit in the situation in which parents did indeed make a rational decision. Rational decision making is a critical skill that is considered an aspect of everyday family life, and is engaged in various aspects of our behavior as well as completing tasks all through the day (Smayda, Worthy, & Chandraskerana, 2017). By implication, parents make decisions concerning Early Childhood Education Facilities under certainty, which is to say they seem to be familiar with and aware of the outcome of their options. They are conversant with their decision criteria, and they have the potential to maximize their choice together with the implementation of their choice.

In the rational decision-making model, decision makers employ the analysis of different alternatives from various contexts before deciding on a choice. Subsequently, the situations are evaluated for risks to allow the decision maker ascertain the expected outcome for each option. Eventually, selections are made based on the option that presents the most desired expected outcome and with the optimal probability of that outcome (Hermann, 2017; Spetzler et al,. 2016). Even though rationality has been defined as the comparability between choice and value, rational behavior attempts to maximize the value of the outcome, thereby focusing on the process of selecting instead of emphasizing the chosen alternative (Todt & Lujan, 2014). The rational decision-making model allows for the examination of the relationships between and the weight of the individual and family factors that drive parents' Early Childhood Education Facilities choices together with the tradeoffs involved in the selections. The rational model allows the decision-making process to be analyzed in separate steps of problem identification; generation of alternatives; evaluation of choices; selection of an alternative; implementation of the decision; and

evaluation of the effectiveness of the decision (Leslie, 2014). Furthermore, the rational decision-making model is capable of providing scientifically testable hypotheses about variations in ECCE decisions with individual, family, market, and policy factors (Glava & Glava, 2015).

Both the decision and decision-makers' behavior could be considered principle components of the decision-making phenomenon. The process of decision making involves human thought and reactions concerning the external world that accommodate earlier events as well as the likely future events together with the psychological consequences to the decision maker of those events (Leslie, 2014). The essence of decision making appears to combine both the beliefs relating to specific incidents and the subjective reaction to those events. Decisions are responses to situations that may comprise three aspects of considerations: more than one possible course of action may be under consideration; the decision makers' expectations about future events may be expressed as probabilities or degrees of confidence; and the resultant effects of the outcome can be assessed regarding reflection on personal values and current objectives (Kremer-Asaf, 2015; Parson, 2016; Spetzler et al., 2016). Consequently, analyzing the decision process requires breaking down of a choice dilemma into a group of smaller problems, and resolving each issue separately.

Altogether, external and internal surveillance of the environment is required for identification of issues that demand attention in a decision-making situation (Kraja & Osmani, 2015; Parsons, 2016). Through this search process, alternative means of achieving the target are identified and information collected on each of the alternatives (Brighouse, Ladd, Loeb, & Swift, 2016). In evaluating the generated alternatives, the following questions must be asked: how feasible is a particular

alternative? How satisfactory is the chosen option? and what is the likely impact of the alternative? (Hermann, 2017).

In selecting one of the alternatives, the decision maker must consider its feasibility, satisfaction, and acceptability to the stakeholders (Zhou, Zheng, & Ma, 2014). These imply that the rational decision-making model has the potential to reveal or stimulate the impact of market and policy changes on early childhood education choices. Nevertheless, a decision may fail when a problem is not correctly identified or when alternatives are poorly evaluated and implemented. The rational decision model is characterized by policy makers as entirely reasonable (Kremer-Asaf, 2015). How this reasonable process might be applied to parents' choice-making in early childhood education decisions is the focus of this study.

2.3 The Task of Selecting an Early Childhood Education Facilities

For most families, Early Childhood Education is a necessity, and as a result, parents are confronted with the challenge of choosing Early Childhood Education facilities that meet their needs; this is a tremendous responsibility (Child Action, 2013). There is a tendency for parents to take cognizance of multiple works, care, and family factors that apply concurrently so that alternative options are highly constrained (Choo, 2015; Forry et al., 2014; Johnson, Padilla & Votrubal-Dizal, 2017; Spiers, 2015). The Early Childhood Education market is quite diverse together with a broad range of arrangements that differ significantly in both processes and structural factors. The alternatives available to every family have limitations and may not meet the exact requirements of the family (Family and Childcare Trust, 2013). Tronto (2013) stated

that Early Childhood Education is a practice that demands a close examination of the needs and skills of everyone involved in the context.

Parents are challenged to select from facilities of various qualities within their communities. Some facilities are licensed, which is an indication that they are bound to adhere to the state health and safety regulations. The licensed facilities follow specifications regarding staff-to-child ratio, which determine the number of children each adult may care for and limits the total group size (Child Care Solutions, 2016). Furthermore, among the factors that determine Early Childhood Education facilities choice are family needs, and resources, cultural norms, and parental preferences as to the availability, affordability, and accessibility of Early Childhood Education alternatives (Coley et al., 2014; Weng-Yon Wong, 2013). Five significant factors that determine parents' preference for early childhood care and education are safety, trusting and loving staff, parents' involvement, strong curriculum and small pupils to teacher ratio (Forry et al., 2014; Navarro-Cruz, 2016; Rothenberg et al., 2013).

Parents' and children's characteristics that influence parental preference of Early Childhood Education have been reported as parents education, family income, the age of the child, and family structure (Laughlin, 2013; Petiticlerc et al., 2017). Also, identified are race, ethnicity, culture, and English language proficiency (Coley et al., 2014; Miller, Votruba-Dizal, Coley, & Koury, 2014; Vesley, 2013; Zachrisson et al., 2013). Similarly, the aspects of programs that influence the parental decision making of Early Childhood Education most are the activities and the teaching methods engaged by the staff. Some other elements of facilities that affect decision are the reputation of the center, indoor and outdoor play equipment, the size of the playground and the physical structures (Bauer, 2014; Boyd, 2014; Forry et al, 2014;

Miller et al., 2014; Rothenberg et al., 2013). Furthermore, parents' choice of Early Childhood Education facilities may be partially determined by the options available and the previous experience of having had another child in a facility; these factors tend to affect parents' priorities (Citizen Advice, 2015). Also, Early Childhood Education facility choices are made on account of parents' perceptions of opportunities, constraints, and barriers (Coley et al., 2014; Miller et al., 2014). Parents are pressured into accommodating employment demands and flexible Early Childhood Education arrangements in their routines and for finding the best alternatives to meet the diverse needs of all the children in the family (Rothenberg et al., 2013).

Consequently, managing multiple facilities could be tasking and whatever decision that is made must take cognizance of the needs of every member of the family holistically (Rothenberg et al., 2013). Early Childhood Education facilities selection is not a one-time action. An original Early Childhood Education decision may become less attractive due to parental factors like a change of job or work schedule, the increasing age and development of the child, or a change in subsidy policy or income. Each of these changes may require parents to reconsider their child Early Childhood Education decision, thereby restarting the decision-making process (Coley et al., 2014; Lipscomb, 2013). At the same time, the outcome of a previous decision-making process has the potential of altering family characteristics by limiting or earlier decision could affect future Early Childhood Education selection for subsequent children or following a move to a new neighborhood (Citizen Advice, 2015). Early Childhood Education is considered a simple matter of choice, but the ability to pay is a principal factor in accessing the appropriate facility (Spiers, 2015). In one study, parents ranked the following criteria in order of priority when making Early

Childhood Education choice: qualified and experienced staff, warm, caring environment, “good Ofsted report”; and cost (Day Care Trust, 2010). Some other investigations have rated excellent staff, friendly, caring environment, and quality of physical structures, health, and safety as priorities. Trust ranks high with most parents (Forry et al., 2014; Rothenberg et al., 2013). There is a consensus among researchers and policy makers that the Early Childhood Education decision process is laborious and represents the outcome of interactions among parental preferences, opportunities, and limitations (Forry et al., 2013; Goodstart Early Learning, 2015). Even though researchers in the discipline have generated information related to factors and processes associated with Early Childhood Education selection, a knowledge gap exists about parents’ perception of the task of locating care for a child. How parents gather information upon which to base an Early Childhood Education decision, what quality indicators are used or are ignored in making an Early Childhood Education decision, and how parents collate all this information to choose Early Childhood Education placement for a child, including placement in a program that has been identified as deficient. Bearing in mind that decisions are made based on the optimal value of choice, Early Childhood Education choice can be expected to conform to perceptions of optimal value. In other words, insight about what influences the process of selection will enable a parent’s acquisition of expanded work responsibilities or additional educational qualifications. Besides, positive and negative experiences associated with and contribute in guiding parents to make their decision primarily on obtaining optimal value in their chosen alternatives.

2.4 Importance of early childhood education facilities

Schools nowadays are places where children spend a lot of their time playing an enormous role in their physical and mental well-being. Hence schools need to be well equipped with the necessary facilities that help in a child's holistic development. Lyer (2022) stated in his article title 'what is the importance of school facilities in education' that technologically rich learning atmosphere plays an important role in our lives today textbooks been replaced with laptops, online classes, audio and visual aids makes learning more interactive for children thereby irritating their interest in the subjects. Added that health and safety facilities are necessary nowadays especially with the pandemic around the globe.

Early childhood education facilities importance in particular cannot be over rolled when it comes to early childhood education in general. Many parents often do not consider the quality of school facilities as a factor in choosing a school for their children, looking only at performance. Good equipment and facilities are part of a school's holistic approach to improving the learning environment and balancing academics with other important non-curriculum activities, whether science lab facilities or sports equipment. When a school invests in facilities, teaching and learning improve greatly. For early childhood education schools to achieve quality education, availability of quality educational facilities and good infrastructure is necessary. Early childhood care and education facilities are where children have fun in a safe and loving environment. Sussman and Gillman (2007) stated that the physical environment such as a classroom, a play patch, a multipurpose room etc. sets the stage and creates the context for everything that happens in school setting. It is a place where children and staff spend long hours each day; where routine needs are

met; where relationships develop, skills are learned, abilities are enhanced and attitudes toward school and learning are formed. For all these things to happen well, the physical environment must be carefully designed.

It is believed that a nation's progress towards economic advancement which leads to well-being of its citizens depends largely on the level of education of its workforce. Citizens' capacity to participate in national development efforts is an outcome of the quality of education rendered. Educational infrastructure plays a critical role in the provision and maintenance of quality education. Research findings on educational infrastructure in key research areas provide divergent insights and perspectives to the contribution of infrastructure provision to educational outcomes. In his view, Branham (2004) asserts that the condition of school infrastructure has crucial consequences for school performance particularly in school attendance and drop-out rates. He argues that the best teachers, the best administrators and the best principals have absolutely no value in improving education if pupils do not come to school and have no classroom to sit (classroom emphasis mine).

It makes the learners feel at home especially if school has quality facilities. The school facilities impact overall learning process as well as the mental and physical growth of the learners. Facilities offered by a school affect the health, behavior, engagement, learning and growth of learners. The physical and emotional health of children and teachers depend on the facilities they are using in school as well. This creates conducive environment for lifelong learning. In the pass where children were kept in a local hut school which was similar to their homes and interact with anything in the environment cannot be entirely so today because they are living in the modern houses with modern playing materials like children's computers, building blocks etc.so anything less than that makes pupils uncomfortable to stay in the school.

School facilities have an impact on the overall school experience of students and teachers. School facilities affect teacher retention. More importantly, they also affect the health, behaviour and engagement of the students. Thus, adequate facilities make it easier for the school to deliver better education. Andrews (2019) equally stated that good facilities help determine the success of students and effectiveness of a teacher's lesson. School facilities help improve the quality of the study environment in the school by extension improve quality of education. Teachers better prepare to adjust to the changing education requirements of their students for the job market where there are good education facilities. The Education Act 2008, Act 778, provides legislative policy framework for developing educational systems across all levels of education including early childhood education. At the core of this policy framework is the need to develop balanced individuals equipped with requisite knowledge, skills, values and attitudes that would make them contribute meaningfully to socio-economic development of Ghana. To better achieve this goal, Act 778, 2008 directs the decentralization of executive responsibility to the district assemblies for the provision and management of necessary infrastructural needs and other facilities for early childhood education. The Ministry of Education commissioned an Education Strategic Plan (ESP) 2010-2020, preceded by four ESPs, which outline the policy areas, policy objectives, targets and strategies that would help develop and sustain provision of education in Ghana for the period 2010-2020. The ESP is built on core areas of access and quality with strategies geared towards achieving measurable outcomes in accelerating literacy and competency for economic growth and in reducing poverty among citizens. To this end, the ESP thus sees early childhood education as the start point of its objectives.

Prior to the passage of Education Act 778 in 2008, GETFund was established in 2000 through GET Fund Act, 2000 (Act 581) to provide supplementary funding for financing education across all levels of education in the country starting with the early childhood education. Various programmes have been rolled out since its formation to reduce deficit in school level facilities and also provide teaching and learning materials for schools. One of such programmes is the construction of classroom blocks at early childhood education level to eliminate schools held under makeshift structures termed 'schools under tree' This programme, which started in 2009, intended to create equal opportunities for all pupils to have equitable access to early childhood education. (GETFund Distribution Formula 2012-2016).

According to Jeffery (2000) an effective school facility is responsive to the changing programmes of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. Barrett eta l (2019) stated that 'providing access, spaces that are safe and healthy positively affects academic outcomes'. Quality early learning spaces have a profound positive impact on students. Simply put, children learn better when they are comfortable in their surroundings.

Duncan (2017), stated that facility play important role in quality early childhood education that it supports the learning and development of children, while also valuing the importance of usage by teachers and other guests and staff. Quality early childhood facilities also improve working condition of the staff in the school. "When a teacher and child have ample space to move around and engage in activities, this presents more opportunities for exciting things to happen. Small spaces limit the opportunity for resources and experiences," says Duncan. Buildings, classrooms,

laboratories, and equipment are crucial elements of learning environments in schools and universities. High-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits. Janssen et al (2017).

Facilities also contribute indirectly to student success by improving job satisfaction for teachers and administrators. Usually, childcare is a low-compensation environment, but a quality facility can provide the resources necessary for the teachers to do their best work. Quality facilities in school also improve child retention in the school once it's developmental appropriate. Physical facilities, teaching and learning resources are basic to the process of implementation of a new early childhood education curriculum. The success or failure of the implementation of a programme may well depend on the availability or non-availability of instructional materials and facilities.

The quality of school infrastructure play significant role in providing quality education. Excellent infrastructure creates an environment which affects the mood and behavior of learners. School facilities such as see-saw, slides, merry-go-round, play grounds, swings, toys, library, laboratory equipment, rest rooms, gymnasium, band instrument etcetera in schools influence children and parents to choose early childhood centres. Well equip school facilities also remove boredom among learners.

Mitgurukul 2022 stated that basic school facilities such as noise free school environment, ventilation, lighting, temperature, space and size of class rooms affect the health, behavior, engagement, learning and growth of students. And that physical and emotional health of students and teachers depends on the facilities they have in the school. School facilities usage is very important to parents when they are looking

for schools for their wards. School facilities showcase the environment of a school and if the facilities are lacking in any school it makes parents change their decision to choose such school. Facilities of school cannot be ignored because the overall development of young children a specially depend much on facilities available in the school environment. The question then arise is why should school choice is so important for your child's education? These days, parents have choices beyond their local public school. And choosing the right early childhood centre matters now more than ever. Just as childhood education centres tend to differ, no two children are exactly the same. Each child has unique strengths, weaknesses, and individual needs. Some kids respond well to visual learning tools while others process information best when it is spoken. Some excel in social environments while others are high reticent or introvert therefore need to study and learn unaccompanied, without social interruptions. These crescendos should be taken into account when choosing the best school or early childhood centre for the child. Whether in kindergarten, basic, second cycle or high school, choosing a school for one's child should be a deliberate and thoughtful decision and one that can be reexamined periodically to ensure that a child has the best chance of meeting his/her educational talent.

2.5 Theoretical Understanding and Review of Related Literature

Rational Choice Theory (RCT). Rational Choice Theory was developed by Scott in 1945 to clarify an individual's decision making and actions. This theory assumes that individuals will choose actions rationally, based on prioritizing preferences and values to maximize benefits or rewards, and minimize costs or risks (Coleman and Fararo, 1992). In educational perspectives, the RCT governs the basic understanding of school choice. The theory follows the belief that all parents make decisions based on

preferences that are limited to the real world circumstances. The Rational Choice Theory can be explained as the method of determining what options are available and then choosing the most preferred one according to some consistent criterion. The theory starts with the idea that individuals have preferences and choose according to those criteria. This theory is relevant to this study because it is used in education literature to understand school selection patterns (Wilson, 2016). The Rational Choice Theory assumes that parents and students are clients in education market (Kelly, 2007). Therefore, when there are many schools, parents will desire and then select the highest academic alternative for their children. As this study seeks to understand criteria parents use to choose a particular pre-primary school, the RCT oversees this study by making preferences and then ends up with the choice of the best preference.

Research findings indicate that high quality kindergarten or pre-primary schools education can make children to be academically sound in the future. So, most parents choose kindergarten schools for their children by considering several criteria (Bosetti, 2007). A study done by Cowen Institute (2011) in America indicated that parents take their children to a kindergarten schools after considering conditions like good teachers, strong curriculum, and school safety. Socio-economic status of parents has been identified as one of the important criteria of choosing kindergarten schools for children in developing countries. McEvoy (2003) conducted a study about principles parents use to choose schools for their children in Ireland. Findings indicated that parental choice of school is closely related to the amount of social, cultural and economic capital parents possess. According to (Goh and Dolnicar, 2006) in Australia, the main factors affecting school choice are proximity of school, academic and religious reasons.

Bosetti (2007) has done a study using Rational Choice Theory to understand how parents selected schools for their children found out that many parents wanted small class size when selecting non-religious private schools. Parents also ranked shared values when selecting religious schools. They also consider proximity from their home when selecting public schools. Quality academic was also selected when choosing alternative schools. Chang'ach (2012) found that in Kenya, parents consider availability of competent teachers, type of curriculum, discipline, teaching and learning facilities being the major determinants of school choice. Just like in Ghana where children attend kindergarten before primary school, (URT, 2014) indicated that in Tanzania, pre-primary education is mandatory to children before starting Standard One. Parents send their children to pre-primary schools as an educational requirement. By this they consider several factors before selecting early childhood facilities for their children.

The past 15 years have witnessed worldwide recognition of the importance of investing in the early years of children's lives, with rapid expansion of Early Childhood Care and Education (ECCE) services around the world (UNESCO, 2015). However, progress in pre-primary coverage has not been experienced equally across regions and within countries, and delivering quality ECCE at scale remains a challenge in many contexts. The recent global education framework, Education 2030, includes a target focused on expanding equitable and quality provision, including one year of free and compulsory pre-primary education. The ability to recruit, retain, and support qualified personnel for ECCE settings is critical for ensuring that this target is met. Evidence-based approaches are needed to address these challenges. Yet, limited information is available on ECCE teachers, including their training and professional development, classroom practices, and working conditions in low- and middle-income

countries (LMICs) (UNESCO, 2012). This literature review seeks to synthesize existing evidence and identify knowledge gaps about pre-primary teachers in LMICs and the settings in which they work. This literature review builds on and references reports from previous and ongoing initiatives, original research and academic studies, meta-analyses, literature and policy reviews, and technical reports at the international, regional, and country levels. The authors searched scholarly and online databases (e.g., Google Scholar, JStor, Proquest) for studies published between 2000 and 2015 that focus on the ECCE workforce and related policies, trends, and issues in LMICs.

There are limited cross-national and consistent data on ECCE personnel in LMICs, often because governments do not systematically collect and disseminate data at the pre-primary level. Most available studies focus on structural-level as opposed to process-level information. There are few quasi-experimental and even fewer experimental studies focused on the relevance of ECCE personnel variables to program quality and children's outcomes globally. Moreover, the authors were unable to identify empirical studies focused on the relationship between the pre-primary workforce and access to ECCE provision. Additionally, despite the important role played by directors/managers and assistants in ECCE settings, there is limited information and research about the status, identity, and other related characteristics of these staff and parental role. These gaps in the literature and their implications are further explored in the conclusion.

Much of the evidence about the relationship among personnel, program quality, and child outcomes comes from studies in Organization for Economic Cooperation and Development (OECD) countries, though there is a growing body of rigorous evidence about preschool program characteristics and the elements of quality associated with

child development in Lower Middle-Income Country (LMICs). The authors use a basic model to illustrate the relationship among personnel, quality, and child outcomes (Fukkinnk & Lont, 2007), where structural quality (initial education, professional development, setting characteristics, working conditions) affects teacher competence (beliefs, skills, knowledge), which influences process quality (pedagogy, teacher behavior, interactions), and ultimately impacts child outcomes (development and learning). Some of the existing evidence in Lower Middle-Income Country (LMICs) illustrates that improvements in program quality and child outcomes are often correlated with better educated and trained teachers (Engle et al., 2011; Behrman et al., 2013; Rao et al., 2014), though it is difficult to identify the optimal duration and combination of initial education and professional development. Several studies have also found training to have positive effects on teacher behavior and interactions (Raikes, 2015; Behrman et al., 2013). There is evidence from OECD countries that favorable structural characteristics, such as low child-staff ratios, improve both program quality and child outcomes and that poor working conditions can lead to high turnover rates (OECD, 2012; Eurofound, 2015). More evidence is needed about the relationship among structural characteristics, working conditions, and children's development in LMICs.

2.6 Factors that influence the choice of early childhood education facility

There are so many factors that are attributed to the parents' choice of kindergarten facilities for their wards. Every parent wants to make sure they are selecting the best child care facility for their children.

Lambs (2016) in particular raised ten factors that one has to consider when searching for early childhood education facility for your ward as Hours of Operation,

Curriculum and Structure, Ratio of Staff to Children, Cleanliness, Training, Licensing and Credentials, Turnover of Staff, Location and Your Gut Reaction.

Beckett (2015) identified location, staff attitudes and behaviors, reputation and free entitlement as factors influencing parents to choose early childhood education facilities for their wards.

Lokoyel (2019) also stated in his article that adequate quality of school facilities associated with improved teaching and learning influence parents' choice of early childhood education facilities for their children. Even though these are factors stated by Lokoyel individuals have their scales of preference among the factors. Other factors including proximity of the facility to the home, cost involved in academic performance of the school, tuition, infrastructure, religious denomination/ purpose, discipline of the school and English language use as a medium of instruction could be considered to be factors influencing the parents to choose early childhood facilities for their children.

Marshall et al, (2013 quoted by Okobah, 2018) noted that availability of early childhood education programmes that are stable, reliable, affordable and high quality encourages parents to choose early childhood facility.

The availability and accessibility of contexts are determinant for families' decision making (Noble 2007), with cost as a dominant aspect for low-income families with parents depending on their social networks relying on recommendations from friends and/or family or trusting in their own 'instincts' sometimes without visiting the contexts and without making the most informed decisions.

Some parents emphasized multiple combinations of different factors, more related to pragmatic issues, such as location, accessibility, availability, personal and family concerns. As in other studies (Noble 2007;, the location of the ECEC contexts, the proximity to home or work, in conjunction with other factors, such as recommendations from family and friends, lack of family network, or one of the parents performing their professional activity in the same institution in a different physical space, was pointed out by four parents as predominant factors in their decision-making. (Noble 2007) also stated that while personal and pragmatic factors are important for parents many studies suggest they are not the most important considerations. Rather, characteristics of the programmes and educators associated with more robust child developmental outcomes .Parents may choose ECE programs that align with their families' values as well as tangible and logistical needs, such as access to transportation services.

She further added that parents appreciate new experiences for their children, opportunities to build independence, support for social and emotional development and academic learning for their children. Providing a safe and trusting environment, offering guidance, and listening to families' suggestions regarding their child's education have also been reasons that a parent would access ECE program.

Some parents select school for their children because of a more disciplined environment, sense of security for their children, a religious education or a high opportunity to participate in extracurricular activities, even if there are not any academic advantages. Parents consider more factors than academic achievement when choosing a school.

2.7 Summary of Review Literature

Children come into the world eager to learn. The first five years of life are a time of enormous growth of linguistic, conceptual, social, emotional, and motor competence. Right from birth a healthy child is an active participant in that growth, exploring the environment, learning to communicate, and, in relatively short order, beginning to construct ideas and theories about how things work in the surrounding world. The pace of learning, however, will depend on whether and to what extent the child's inclinations to learn encounter and engage supporting environments. There can be no question that the environment in which a child grows up has a powerful impact on how the child develops and what the child learns.

The various literature reviewed in this chapter afforded me the opportunity to have varied perspectives and inside into the works previously done on Early Childhood Education facilities which includes the school environment and learners outcome. These works covered review of documents on policies and how they direct provision of Early Childhood Education at national, international and global levels. The theories and concepts underpinning the academic pieces reviewed came to the fore. The perspectives on which the various academic works were carried out, the methods employed and why such methods were chosen, the analysis done leading to findings and conclusion shed light and shaped the concepts I have adopted to carry out this study. Formulation of theories, themes, standards, concepts, strategies and approaches have led to progression in this field. In order to bring about improvements, it is vital to acquire an understanding of the goals and objectives, purpose and significance of ECE. Parents are the ones, who need to possess sufficient awareness, as they work hard and dedicate themselves towards growth and development of their children.

Parents spend their finances towards education and in making provision of other needs and requirements. Finally, it can be stated that children are the future citizens of the country, hence, their effective growth and development would render an operative contribution towards the progression of not only their families, but also the societies and nation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research approach; research design; variables; setting of the study; population and sample selection; sampling procedure and sample size; data collection instruments, data collection procedures; and data analysis.

3.1 Research Approach

The study adopted a quantitative research approach. Quantitative researchers operate under the assumption of objectivity (Johnson & Christensen, 2012) and that there is reality to be observed and that rational observers who look at the same phenomenon will basically agree on its existence (Johnson & Christensen, 2012). In the present study, objectives findings validated the results of the study because it was based on the actual findings from the field as the researcher remained distanced from the participants.

Also, a quantitative approach is one in which the investigator primarily uses positivist claims for developing knowledge (Creswell, 2013). A quantitative approach was used in this study as it allowed the researcher to carry out an objective analysis and generate factual knowledge through measurement. Researchers who use quantitative tools and techniques that emphasise measuring and counting are positivists in nature (Mkansi & Acheampong, 2012; Mack, 2010; Krauss, 2005). The positivist approach depends on quantifiable observations that lead to statistical analysis of data. Quantitative data is analysed using statistics (Punch, 2005). It is the numerical

representation and manipulation of observations for the purpose of describing and explaining the phenomena (Tewksbury, 2009). Explaining phenomena using measurements and statistics (Hoy, 2010) was the key to the current study since it allowed the researcher to identified a problem and plan to find out about what really influence parents to send their wards to some particular schools in Zabzugu instead of other schools. Quantitative research methods are characterised by the collection of information which can be analysed numerically and presented in tables for easier analysis and interpretation.

3.2 Research Design

The study used the descriptive survey design, as it sought to establish and describe prevailing factors which influence parents to select early childhood facility. The design was suitable for this study given that it was able to identify key factors which influence parents to choose early childhood facility. Apart from reporting the current status, the collected data were used to determine whether and to what extent relationships exist between and among the variables considered in the study.

The study design was a descriptive survey which employed a quantitative approach. As defined by Best and Kahn (1998; 2006), descriptive research is concerned with the condition or the relationship that exist, such as determining the nature of prevailing condition, practices and attitudes, opinions that are held, processes that are going on or trends that are developed. Olsen and St. George (2004), opines that in this kind of research study, the whole population or a subset of it is selected, and from these participants, data are collected to help answer research questions of interest. The descriptive research design was appropriate because the study sought to determine the

nature of some prevailing condition, practices and opinions that were held regarding the effects of AIS on the organisational performance. Also, the design was appropriate to generate data from people in a structured way according to specific questions.

3.3 Setting

The setting was Zabzugu Township where there are many early childhood education facility and parents can make multiple choices of early childhood education facility. There are twenty-three (23) public and private primary schools in Zabzugu town and every primary school has early childhood centre attach to it yet the children are overcrowded in the classrooms. In a class you can found not less than 70 learners. Sometimes parents scramble for early childhood facilities where they believed their children can better learn something.

3.4 Population

The population of the study was fifty (50). This targeted population for the study comprised both parents and their wards. The targeted population here is the individuals, things or members of a group that are suitable by meeting the set criteria for inclusion in a study for reported results, findings and inferences (Rubin & Babbie, 2011).

3.5 Sampling Technique

In most surveys, it is almost impossible to gain access to the entire population. However, the results from a survey where there is a carefully selected sample will reflect very closely to the entire population (Creswell, 2003). The sample for this study was fifty (50) participants. A stratified sampling technique was used to select

the sample unit for the study. Parents were selected at their homes, sitting places/ work places, offices and school premises to answer the designed questionnaires distributed by the researcher and teachers. In all the population 50 parents in Zabzugu town were involved in the study.

3.6 Research Instruments

A structured questionnaire was the main instrument for data collection in this study. The primary data was gathered from the respondents in the field using a structured questionnaire. Based on the objectives of the study, the questionnaire was structured and made up of five segments beginning with the demographic characteristics of respondents such as gender, frequency and percentage. A questionnaire was designed and divided into three sections; the background data section, personal ideological factors section and economic factors section. Some parents were met face-to-face by the researcher in various locations in Zabzugu to administer the questionnaires whiles others collected the questionnaires and answered themselves.

3.7 Questionnaire

The questionnaire was set in a form of rating scale for reading and ticking base on parents' value assign to the variable right from five to one. That is Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD). These were categorized into three sections; background data, personal ideological factors and economic factors that influence parents to select early childhood facilities in Zabzugu for their wards. The questions were thirty-two (32) made up of eleven (11) background data questions, fourteen (14) personal ideological factors questions and seven (7) questions on economical factors. The questionnaires were used to collect information about personal/ideological and economic factors which influence parents

in Zabzugu when it come to the choice of early childhood education facilities for their wards.

3.8 Validity and Reliability of Instruments

Validity here refers to the extent to which an instrument measure that which it implies to measure. The purpose of validation is to find out the degree to which the measure is accurate for a specific purpose. Concerning the content validity of the questionnaire, the instrument was given to other experts in the area of the study, including the supervisor of this study for their perusal as preferred by Frankfort-Nachmias and Nachmias (2006).

Reliability of an instrument has to do with its consistency of measurement. Thus reliability refers to the degree to which an instruments' measure is consistent each time it is administered under the same circumstances with the same subjects (Seidu, 2007). Through a pilot study, a measure of item consistency was obtained. Depending on the response from the participants, some ambiguous questions were rephrased for clearer understanding.

3.9 Data Collection Procedure

The instrument was self-administered to the targeted respondents. It was believed that the administration of the instrument by the researcher in person would result in more co-operation than if others were asked to collect the data. The questionnaires were personally administered to the participants and they were asked to submit the filled questionnaires to the researchers within some few minutes. They were briefed about the purpose of the exercise and they were asked to carefully read and consider the options before filling out the responses. On the average, it took five

minutes for a participant to fill the questionnaire. The questionnaires were collected on the spot after they had been filled. As a result, there was a hundred percent (100%) return rate.

3.10 Method of data analysis used

Crang and Cook (2007) acknowledge that data analysis as a process "involves doing nitty-gritty things with paper, pens, scissors, computers and software. It's about chopping up, re-ordering, re-construction and assembling the data we have so diligently constructed" (Frankel & Wallen, 2009). The Statistical Package for Social Sciences (SPSS) version 21 was employed in doing the analysis. Mosaic plots and percentages were also used to present and interpret the data collected for the study respectively. Objectives 1, 2, and 3 were analyzed using Frequency counts and percentages. They were classified into three thematic areas; background data, personal/ideological factors and economic factors.

3.10 Ethical Considerations

An introductory letter from the Head, Department of Early Childhood Education, University of Education, Winneba and the necessary verbal consent from the parents of Zabzugu. The researcher will be sensitive at all times to ethical issues such as consent, privacy, anonymity and confidentiality to ensure the participants did not suffer any physical or psychological harm. The researcher also ensured that the privacy of respondents were upheld. With the assurance given to the respondents that all information provided would be treated with the strictest level of confidentiality, the respondents were not asked to provide their names on the questionnaires.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter contains detailed presentation and discussion of data analysis and the results of this study. The findings are presented under the following major headings: background data Personal/ideological factors and economic factors.

4.1 Background data

Table 1: Sex of respondents

Variable	Frequency	Percentage (%)
Male	35	70.0
Female	15	30.0
Total	**50**	**100.0**

Source: Field survey, 2022

Out of 50 parents who responded to the questionnaire 35 were males represented 70% and 15 respondents were females also represented 30% in the survey. Relationship between the parents and the children were looked at and out of the fifty (50) people participated in the survey only one person said he was a guardian represented 2% and 49 respondents were parents also represented 98%.Table 4.1 expressed the details.

Table 2: Relationship with child

Variable	Frequency	Percentage (%)
Guardian	1	2.0
Parent	49	98.0
Total	**50**	**100.0**

Source: Field survey, 2022

The Table above indicates the relationship with children parents/guardian and the finding indicated that 98% of the respondents were parents, only 2% were guardian. This shows that, out of the 50 respondents' only one person was not a biological parents but rather a guardian, the rest were biological parenting.

Table 3: Number of children in early childhood facility (N.C.F).

Variable	Frequency	Percentage (%)
0	5	10.00
1	15	30.00
2	20	40.00
3	10	20.00
Total	**50**	**100.00**

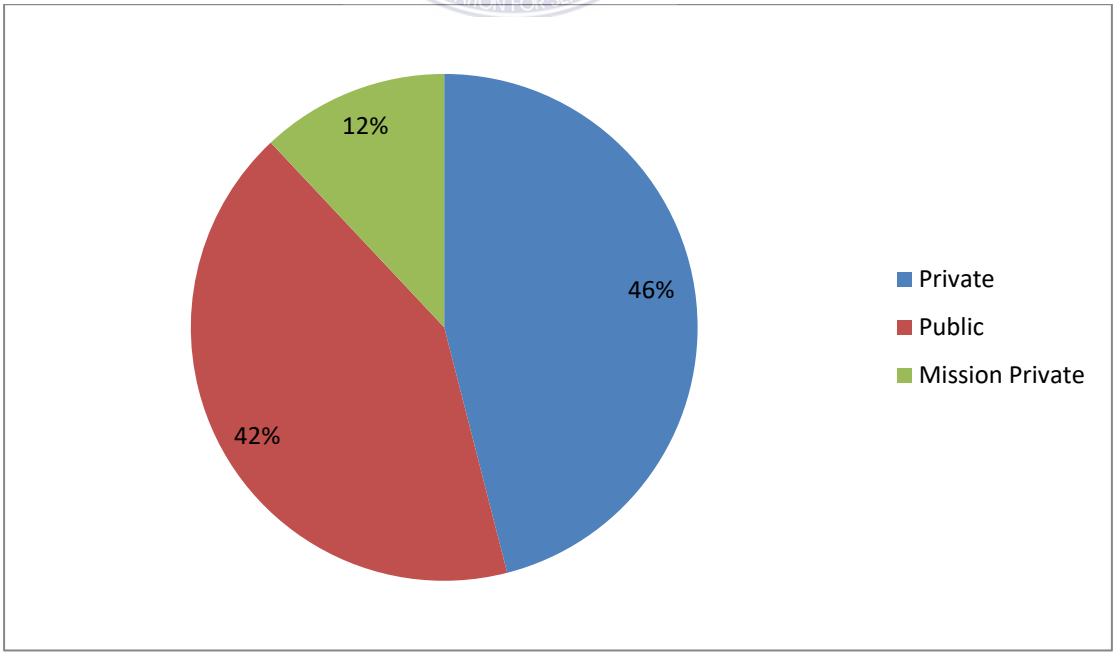
Source: Field survey, 2022

Table 3 above shows the results that were obtained when the respondents of the number of children in early childhood facility were sampled based on gender attendance. None of the respondents (10%) were in early childhood facility, 1 respondent representing (15%) were in early childhood facility. 20 respondent representing (40%) were also in early childhood facility, and then 10 respondents which represent (20%) again were also in early childhood facility. This means that there is only 5 respondents who has no child in the early childhood facility.

4.2 Type of Extended Credit Facility (E.C.F.) your child is attending

Those who have their children in private schools are slightly more than those whose children are in public schools. 46% of parents have their children in private schools, and 42% are in public schools. Mission private school was least selected 12%. The figure 4.1 below illustrate the percentages.

Figure 1: Type of Extended Credit Facility your child is attending



Source: Field survey, 2022

Table 4: Year range of parents

Variables	Frequency	Percentage (%)
20-25	2	4.0
26-30	8	16.0
31-35	15	30.0
36-40	10	20.0
40-45	9	18.0
46-50	6	12.0
Total	**50**	**100.00**

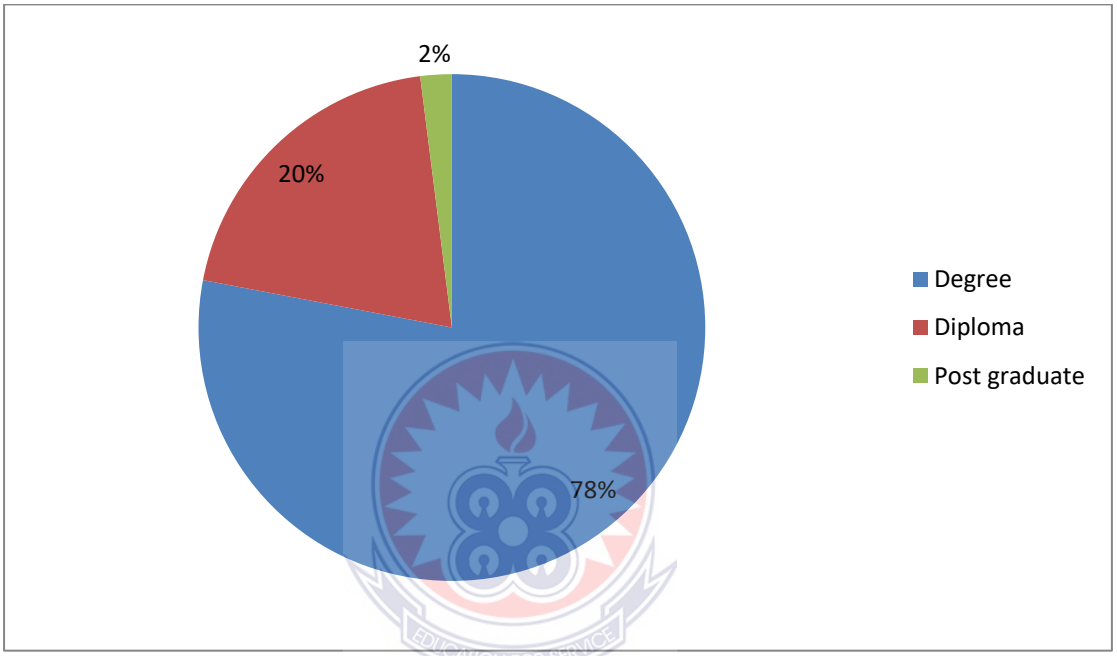
Source: Field survey, 2022

From the Table 4 above, it clearly shown that the year ranged between 31 and 35 is the highest among the rest for which represent 15 (30%) followed by ages 36 and 40 also representing 10(20%). The table also showed 40-45 respondents representing (18%), then later indicates 26-30 respondents representing (16%) before indicating the 46-50 which also represent (12%).The least year range was between 20 and 25years, which only has (4%) plunged between age 20 and 25.

4.3 Parents level of education

First degree was the dominant educational level 78% hold degree followed by diploma 20% of the respondents were diploma holders and the lowest was post graduate only 2%.The pie chart beneath have expressed it clearly.

Figure 2: Parents level of education



Source: Field survey, 2022

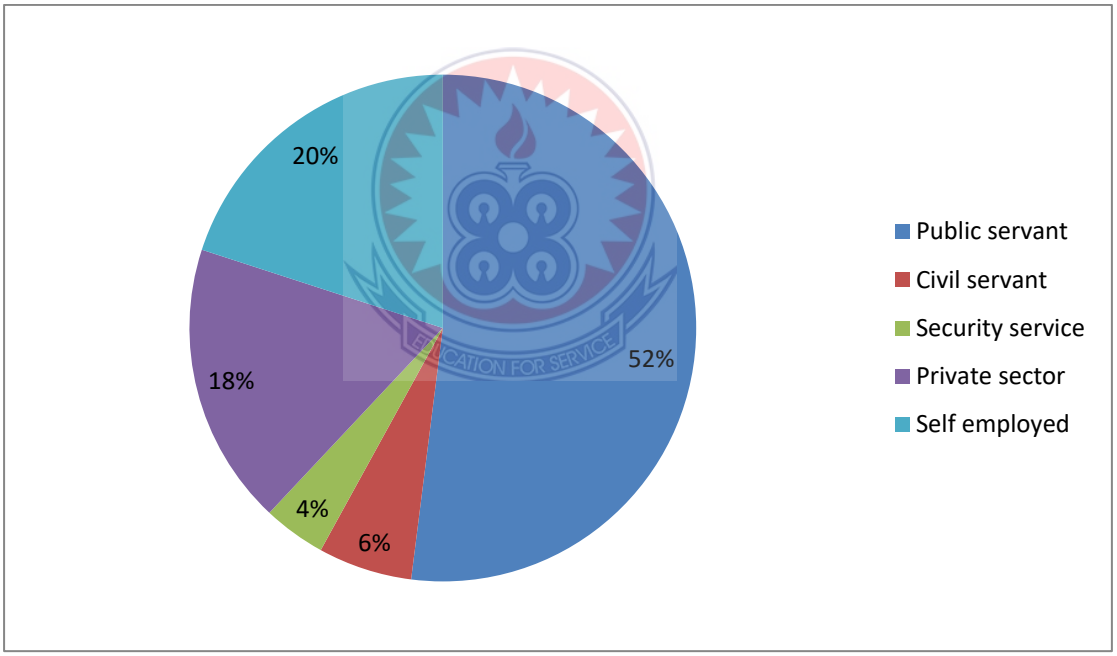
Table 5: Occupation of Parents

Occupation	Frequency	Percentage (%)
Public servant	26	52.0
Civil servant	3	6.0
Security service	2	4.0
Private sector	9	18.0
Self employed	10	20.0
Total	**50**	**100.00**

Source: Field survey, 2022

Table 5 above indicates the results obtained from the respondents on their occupational level. It shows that, 26 respondents representing (52%) were in public servant, 3 respondents representing (6%) were also in civil servant. 2 respondent representing (4%) were in security service. The table also indicates that 9 respondents which represent (18%) were in private sector and self-employed respondents of 10 representing (20%). In this case the researcher use pie chart to illustrate the above table in figures for more understanding.

Figure 3: Occupation of Parents



Source: Field survey, 2022

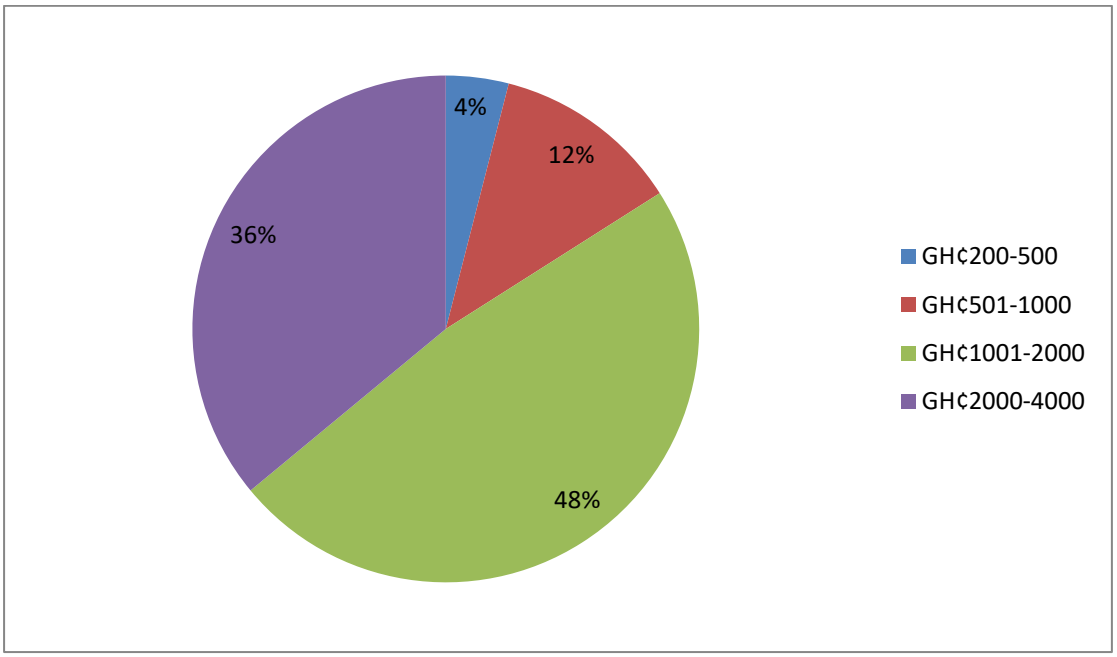
Table 6: The average income level of parents

Variables	Frequency	Percentage (%)
GHC200-500	2	4.0
GHC501-1000	6	12.0
GHC1001-2000	24	48.0
GHC2000-4000	18	36.0
Total	**50**	**100.0**

Source: Field survey, 2022

Table 6 above indicates the results obtained from the respondents on their average income. It indicates that, 2 respondents representing (4%) were in the range between GH¢200 – 500, 6 respondents representing (12%) were also in the range of GH¢501 – 1000. 24 respondent representing (48%) were in the range of GH¢1001 – 2000. The table also indicates that some of the parents were taking a salary range between GH¢2000 – 4000 which indicates 18 respondents which represent (36%). In this case the researcher use pie chart to illustrate the above table in figures for more understanding.

Figure 4: The average income level of parents



Source: Field survey, 2022

Table 7: Religion of Parents

Religion	**Frequency**	**Percentage (%)**
Christianity	18	36.00
Islam	32	64.00
Buddhism	0	0.00
Traditionalism	0	0.00
Total	**50**	**100.00**

Source: Field survey, 2022

Table 6 above indicates the results obtained from the respondents on their religious believes. It indicates that, 18 respondents representing (36%) were into Christianity, whiles 32 respondents representing (64%) were also into Islamic religion. None of the parents were in Buddhism and Tranditionalism.

4.4 Research Question One (1)

What personal/ideological factors influence parental decisions on the choice of early childhood facilities?

The personal or ideological factor for the selection or the choice of early childhood facilities were mostly good taken into consideration. The three highest ranked items were ‘my choice of early childhood facility depends on the security of the facility (4.1), my choice of early childhood facility depends on the environment of school (4.04) and my choice of early childhood facility depends on fewer children in each class (3.98)’. However the lowest ranked item was ‘my choice of early childhood facility depends on the school’s high enrollments (2.38)’.

Table 8: Measurement of personal/ideological factors

ITEMS	N	MIN	MAX	MEAN	SD
My choice of early childhood facility depends on the environment of school	50	1	5	4.04	1.212
My choice of early childhood facility depends on the security of the facility	50	1	5	4.1	1.074
My choice of early childhood facility depends on fewer children in each class	50	1	5	3.98	1.27
My choice of early childhood facility depends on the academic performance of pupils	50	1	5	3.96	1.456
Composite score				**4.02**	**1.25**

Based on its multifactorial character, the school selection process is a popular issue of research and attracts the attention of various researchers and educational theorists. For instance, Fowler stated that choosing a school can easily be the most controversial education policy issue of any time (Fowler, 2002). Many scholars focus on identifying the difference between the private and the public schools. They all undoubtedly agree that public and private schools are significantly different in terms of environment and management. "The private school is characterized by several factors and characteristics, admittedly associated with efficiency, they belong to different sectors of the market and policy controls, they vary in terms of a social control method: state schools represent a hierarchical system of subordination that is structured by

democratic politics, while private schools have a wider degree of autonomy, controlled by the market demand and delivery mechanism" (Chubb and Moe, 1988).

4.5 Research Question Two (2)

What economic factors influence parental decisions on the choice of early childhood facilities?

The economic factors for the choice of early childhood facilities were largely good with mean scores ranging within 4.10 and 2.38. The three highest ranked variables were flexibility of payment terms (3.98)'', I choose an early childhood facility that will provide value-for-money services (3.88)'' and mode of payment (3.84)''. However the least ranked item was my choice of early childhood facility depends on the high level of fees (2.9).

Table 9: Measurement of Economic factors

ITEMS	N	MIN	MAX	MEAN	SD
My choice of early childhood facility depends on affordability of fees	50	1	5	3.82	1.289
Flexibility of payment terms	50	1	5	3.98	1.169
Mode of payment (Momo, bank, countertop etc.)	50	1	5	3.84	1.095
I choose an early childhood facility that will provide value-for-money services	50	1	5	3.88	1.189
Composite score				**3.88**	**1.19**

Existing research demonstrates that parents are poorly informed consumers of early childhood education and care (ECEC) services. Choosing such services is a complex process shaped by a combination of logistical limitations (e.g., cost/location), informational barriers and ideas about what the goal of care should be (e.g., education of young children or provision of an environment that feels like home). Experimental studies have also demonstrated that when study participants are informed of the importance of a specific decision, they engage in more complex decision-making. Before engaging with the survey, participants were randomly assigned into either a control group or a treatment group that informed them about the stringency of oversight regarding ECEC options available in the province of Zabzugu. Receiving information did not meaningfully change the choices of the entire sample. However, a subgroup analysis revealed an important information effect on parent decisions for lower income/lower-education parents.

4.6 Research Question Three (3)

What is the relationship between parents' socio-economic status and their choice of early childhood facilities?

This survey did not also left out these areas. The questionnaire designed to include parents' education levels, income levels and their occupations. The average income levels between GHC 1001- GHC 2000 was selected as the highest. 48% of the parents earn between GHC 1001and GHC 2000 per month followed by parents who earn between GHC2000-GHC4000.Affordability of the early childhood facility, flexible payment terms (momo, bank, countertop etc.) payment and providing value-for-money services of early childhood facility were highly rated in this survey which indicated the slow path at which parents earn their income and the expenditure they

have on them. This lead to the parents desires to have the payment done in bits, easy to pay and pay in many outlets such as banks, mobile money etcetera. Parents also rated value for money very high which clearly shows that they are not only interested in affordability but also value for what they have paid for, be it state payment for them or not children should be able to learn very well.

4.7 Conclusion

The chapter began with elucidation on the respondent's demographic information where the gender, age, educational level, occupational level, religious level, etc. The discussion of the result is centered on the outcome from the selected respondents and it has been presented in tables and pie charts form, with the numbers and its respect percentages. The discussion was made to align with the literature of the findings. Again, discussion of the findings was not left out.

The participants of the study confirmed the importance of education and reiterated the positive effects of early childhood education on the overall development of the society. A study reveals that for most families, Early Childhood Education is a necessity, and as a result, parents are confronted with the challenge of choosing Early Childhood Education facilities that meet their needs; this is a tremendous responsibility (Child Action, 2013). There is a tendency for parents to take cognizance of multiple works, care, and family factors that apply concurrently so that alternative options are highly constrained (Choo, 2015; Forry et al., 2014; Johnson, Padilla & Votrubal-Dizal, 2017; Spiers, 2015). The Early Childhood Education market is quite diverse together with a broad range of arrangements that differ significantly in both processes and structural factors. The alternatives available to every family have limitations and may not meet the exact requirements of the family (Family and

Childcare Trust, 2013). Tronto (2013) stated that Early Childhood Education is a practice that demands a close examination of the needs and skills of everyone involved in the context.

CHAPTER FIVE

SUMMARY, CONCLUSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter has to do with the overall sum up of the survey. It contained the summary of the survey findings, conclusion, recommendation and suggestions.

5.1 Summary of the Findings

It was necessary to carried out this survey when the researcher found out that certain early childhood centres in the Zabzugu town recorded high enrolment figures than others. The rating scale questionnaire was designed to solicit parents' views about factors which influence them to choose a particular early childhood facility for their wards over the other. Fifty (50) sample were used and the results collected and analyzed. Relationship with children play major role in educating the young ones as a result the relationship between the parents and the children were looked at for using this survey and out of the fifty (50) people participated in the survey only 1 respondent said he was a guardian represented 2% and 49 respondents were parents also represented 98%.

All the parents were married and stayed with their families. Out of 50 respondents 35 were males represented 70% and 15 of the respondents were females also represented 30% in the survey.

5.2 Conclusion

The researcher then came to conclusion that parents in Zabzugu community make choice of early childhood facilities base on high academic performance, security conscious, value for money, flexible payment of fees, safe school environment, added skill services, sizable class size or enrolment and affordable school fees. This is so because among the options provided parents rated them highly during the survey. The survey also indicated that many people prefer sending their children to private early childhood facilities to public early childhood facilities. The reason might be that they meet their preference this survey arrived at.

The enrollment of young children into quality-deficient programs has a detrimental impact on language, social development, and later school performance that is difficult to remedy (Krieg et al., 2015; Yoshikawa et al., 2013). Therefore, parents' decision-making processes for early childhood education facility are important, because early investment in the lives of children through enrollment in quality early childhood education facility creates the opportunity for positive school performance. Lack of investment in quality early childhood education facility may compel efforts later to remedy the negative effect of quality-deficient programs (Gerlter et al., 2014; Jenkins, 2014; Jones, 2015). Prior to this study, little was known of parental considerations in constructing early childhood education facility placement decisions for their child. Participants perceived their task of early childhood education facility placement for their child differently depending on their personal experiences; they sought information for early childhood education facility placement decisions based on social networks, family members, religious organizations, school sources, and previous experiences. Furthermore, parents engaged quality indicators such as: rate of retention

of teachers, parental engagement, safety and security, quality curricula, physical characteristics and effort to create a multicultural setting during the construction of early childhood education facility placement decisions.

5.3 Recommendations

Based on the findings of this survey parents from Zabzugu community prefer early childhood facilities which have the history of high academic performance, security conscious, value for money, flexible payment of fees, safe school environment, added other skill services, sizable class size or enrolment and affordable school fees. The researcher wishes to make the following recommendations based on the findings of the study: Based on the major findings, the following recommendations and suggestions were noted.

1. Early childhood education facilities should be implemented into all grade levels (early childhood education) to boost learning's understanding.

2. Early childhood education facilities should furthermore not be limited to just basic schools but should be considered for all level of education including the early childhood education.

3. Government interventions (through Ministry of Education) in early childhood education like building facilities, capitation grant, free textbooks and furniture to schools should be properly coordinated and centralised at the District level to reduce the turnaround time for their delivery of teaching.

4. More teaching periods should be allocated for method of teaching in the early childhood education so that learners will get enough exposure to lesson.

5. Finally, training programs such as seminars, in-service training and workshops should be organized for parents and also teachers in order to enable them update and upgrade their skills and knowledge about early childhood education.

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APPENDIX A

Questionnaire:

UNIVERSITY OF EDUCATION – WINNEBA

FACULTY OF EDUCATIONAL STUDIES

RESEARCH STUDY QUESTIONNAIRE

Dear parent,

As part of my postgraduate studies at University of Education, Winneba, I am conducting a research study and request that you participate. I am researching factors influencing parental decision on the choice of early childhood facility for their wards. You have been selected because you are parent. Your participation involves answering this questionnaire which will require approximately 15minutes of your time. Your honest response to all the questions is very important to this research. I do not expect any negative side-effect to participating in this study. To protect you, do not write your name or any personal details that can identify you on this questionnaire. Moreover, the responses you provide here will be treated with the strictest confidentiality. Your participation is voluntary and you may decide to opt out at any time.

If you have any questions or concerns about this project, you may reach my supervisor who is the principal investigators at adesuafo@gmail.com, 055-597-1000.

Do you consent to voluntarily participating in this study? Yes [ ] No [ ]

Background Data

X1. Gender: Male [ ] Female [ ]

X2. Marital status: Single [ ] Married [ ] Divorced [ ]

Widowed [ ]

X3. Number of children/wards

1 [ ] 2 [ ] 3[ ] 4[ ] 5+[ ]

X4. Relationship with ward

Guardian [ ] Parent [ ]

X5. Number of Children in early childhood facility

0[ ] 1 [ ] 2 [ ] 3[ ] 4 [ ] 5+[ ]

X6. Type of early childhood facility your wards/children attend

Private [ ] Public [ ] Mission Private [ ]

X7. Age range: 20 – 25 [ ] 26 – 30 [ ] 31 – 35 [ ]

36 – 40 [ ] 40 –45 [ ] 46 – 50 [ ] 50 + [ ]

X8. Occupation Public Servant [ ] Civil Servant [ ]

Security Services [ ] Private Sector [ ]

Self-employed [ ] other (please specify) …….

X9. Average monthly income level

GHC 200 – 500 [ ] GHC 501 – 1000 [ ]

GHC1001 – 2000 [ ] GHC 2000 – 4000 [ ]

GHC4001 – 10,000 [ ] GHC 10,000+ [ ]

X10. Religion

Christianity [ ] Islam [ ] Traditional [ ]

Other (please specify) ……..

X11. Level of education

Basic education [ ] Secondary [ ] Diploma [ ]

First degree [ ] postgraduate degree(s) [ ]

APPENDIX B

Factors: Personal/ideological

For each of the following statements, indicate your level of (dis)agreement by choosing from the options: ***Strongly Agree (SA) Agree (A) Not Sure (NS) Disagree (D) Strongly Disagree (SD),*** *& checking (√) in the right box*

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
A1	My choice of early childhood facility depends on the environment of school					
A2	My choice of early childhood facility depends on the school's proximity					
A3	My choice of early childhood facility depends the school's high enrollments					
A4	My choice of early childhood facility depends fewer children in each class					
A5	Accessibility of feeding options for children:					
A5i	Bringing food from home					
A5ii	Canteen services (children buy)					
A5iii	Canteen services (free)					

A5iv	Canteen services (parents' pay periodically)					
A6	My choice of early childhood facility depends on the academic performance of pupils					
A7	My choice of early childhood facility depends on the schools' focus on skill development (examples: learning how to play musical instruments, cadet etc.)					
A8	My choice of early childhood facility depends on availability of transportation					
A9	My choice of early childhood facility depends on the beauty and style of school uniforms					
A10	My choice of early childhood facility depends on the extra services they offer (example, bathing, brushing of teeth, weekend-in etc)					
A11	My choice of early childhood facility depends on the security of the facility					

APPENDIX C

Factors: Economic Factors

For each of the following statements, indicate your level of (dis)agreement by choosing from the options: ***Strongly Agree (SA) Agree (A) Not Sure (NS) Disagree (D) Strongly Disagree (SD),*** *& checking (√) in the right box*

	Statements	SA (5)	A (4)	NS (3)	D (2)	SD (1)
B1	My choice of early childhood facility depends on the low level of fees					
B2	My choice of early childhood facility depends on the high level of fees					
B3	My choice of early childhood facility depends on affordability of fees					
B4	My choice of early childhood facility depends on the fee payment structure					
B4i	Flexibility of payment terms					
B4ii	Mode of payment (Momo, bank, countertop etc.)					
B5	I choose an early childhood facility that will provide value-for-money services					

UNIVERSITY OF EDUCATION, WINNEBA
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DEPARTMENT OF EARLY CHILDHOOD EDUCATION
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FES/DECE/S.6

17th November, 2021

Ghana Education Service
P. O. Box ZB10
Zabzugu – N/R

Dear Sir/Madam

INTRODUCTORY LETTER

We write to introduce to you **Mr. Amadu Abdul-Aziz** with index number **200050410** who is an M. Ed student in the above department. He was admitted in 2019/2020 academic year and has successfully completed his course work and is to embark on his thesis on the topic: "***Factors influencing parental decision on the choice of Early Childhood Education facility for their wards. A survey of parents in Zabzugu.***

Mr. Abdul-Aziz is to collect data for his thesis, and we would be most grateful if he could be given the needed assistance.

Thank you.

Yours faithfully,

Samuel Oppong Frimpong, Ph. D
Ag. Head of Department

Permitted
Kindly go
ahead
DDE

DISTRICT MAP OF ZABZUGU